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ABSTRACT

This collection of essays draws upon research in political, feminist, theological, literary, and racial theory to examine research methodologies relating to curriculum studies. The essays are: (1) "Storying the Self: Life Politics and the Study of the Teacher's Life and Work" (Ivor F. Goodson); (2) "Curriculum, Transcendence, and Zen/Taoism: Critical Ontology of the Self" (Wen-Song Hwu); (3) "On Using the Literacy Portfolio To Prepare Teachers for 'Willful World Traveling'" (Paula M. Salvio; (4) "Unskinning Curriculum" (Dennis J. Sumara and Brent Davis); (5) "Reflections and Diffractions: Functions of Fiction in Curriculum Inquiry" (Noel Gough); (6) "Pinar's Currere and Identity in Hyperreality: Grounding the Post-Formal Notion of Intrapersonal Intelligence" (Joe L. Kincheloe); (7) "Psychoanalytic Feminism and the Powerful Teacher" (Wendy Atwell-Vasey); (8) "Early Childhood Education: A Call for the Construction of Revolutionary Images" (Gaile S. Cannella); (9) "Beyond Eurocentrism in Science Education: Promises and Problematics from a Feminist Poststructuralist Perspective" (Annette Gough); (10) "Is There a Queer Pedagogy? Or, Stop Reading Straight" (Deborah P. Britzman); (11) "Don't Ask: Don't Tell: 'Sniffing Out Queers' in Education" (Suzanne de Castell and Mary Bryson); (12) "The Uses of Culture: Canon Formation, Postcolonial Literature, and the Multicultural Project" (Cameron McCarthy); (13) "Engendering Curriculum History" (Petra Munro); (14) "Curriculum and Concepts of Control" (William E. Doll, Jr.); (15) "Curriculum as Affichiste: Popular Culture and Identity" (Alan A. Block); (16) "Models of Excellence: Independent African-Centered Schools" (Shariba Rivers and Kofi Lomotey); and (17) "Revolution and Reality: An Interview with Peter McLaren (Carmel Borg, Peter Mayo, and Ronald Sultana). (Individual chapters contain references.) (DB)